



Burgess Elementary

9645 Scipio Lane
Myrtle Beach, SC 29588

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 599 Students | |
| Principal | Donna Hooks | 843-650-4600 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|---------------|
| 2009 | Excellent | Good |
| 2008 | Good | Good |
| 2007 | N/A | N/A |
| 2006 | N/A | N/A |
| 2005 | N/A | N/A |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

96.6%

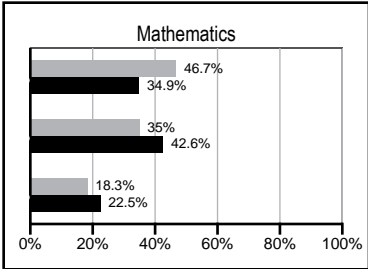
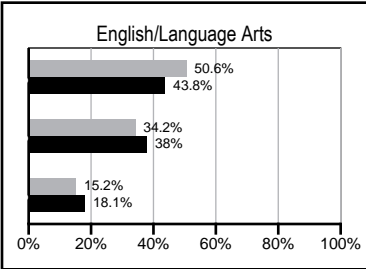
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 17 | 28 | 40 | 0 | 0 |

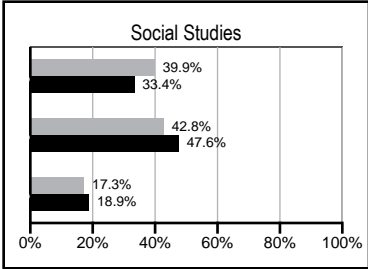
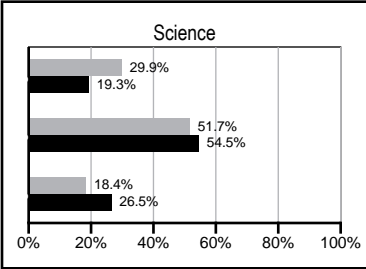
* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

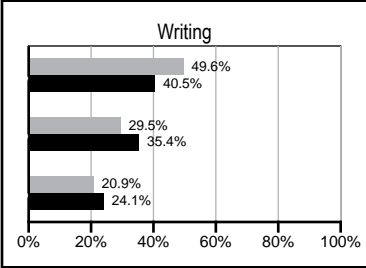
| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



Our school

Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=599) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 99.0% | 100.0% | 100.0% |
| Retention rate | 1.5% | Up from 1.0% | 1.8% | 1.9% |
| Attendance rate | 96.3% | Up from 95.8% | 96.3% | 96.3% |
| Eligible for gifted and talented | 20.1% | Down from 24.4% | 14.1% | 10.0% |
| With disabilities other than speech | 10.8% | Up from 9.9% | 7.4% | 7.7% |
| Older than usual for grade | 0.4% | Down from 0.5% | 0.3% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 52.3% | Up from 39.5% | 60.4% | 59.4% |
| Continuing contract teachers | 77.3% | Up from 68.4% | 81.8% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | N/A | N/A | 88.5% | 85.9% |
| Teacher attendance rate | 95.0% | No Change | 95.2% | 95.1% |
| Average teacher salary* | \$43,808 | Up 6.0% | \$47,669 | \$47,149 |
| Professional development days/teacher | 21.8 days | Up from 20.6 days | 11.4 days | 11.1 days |
| School | | | | |
| Principal's years at school | 1.0 | Up from 0.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.3 to 1 | Up from 20.8 to 1 | 19.1 to 1 | 18.8 to 1 |
| Prime instructional time | 88.9% | Up from 88.3% | 90.4% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,585 | N/A | \$6,972 | \$7,458 |
| Percent of expenditures for instruction** | 68.9% | N/A | 69.1% | 68.8% |
| Percent of expenditures for teacher salaries** | 49.1% | N/A | 63.0% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

What a wonderful year it was for the students, parents, faculty, and staff of Burgess Elementary. We were awarded a Palmetto Silver Award for Outstanding Student Academic Performance and a Palmetto Silver Award for Excellent Results in Closing the Achievement Gap. Cindy Dawsey, our Teacher of the Year, was a top five finalist for the District's Teacher of the Year. We strive daily to move each student to higher levels of learning. With our use of MAP testing, we studied strengths and weaknesses of each child and charted individual courses of success. In addition, we monitored our primary children's reading levels through the Diagnostic Reading Assessment. Combined with daily progress, teacher observation, and student work, we made decisions as how to best meet our students' needs. We also focused on science and social studies standards and monitored student success through the Scholars Tests. Civic, personal, and social responsibilities are also priorities we taught through classroom guidance lessons and a weekly Life Skills focus. Each grade level participated in service learning opportunities such as Pennies for Sea Turtles and Care Boxes for Troops. We were awarded an \$8000 grant from Wal-Mart to establish a rain garden. We were the division winner for recycling in the Talkin' Trash program. Our school participated in the a canned food drive, Family Fun Run, March of Dimes' March for Babies, and Jump Rope for Heart. After-school has Drama, Art, Walking, Archery, and Basketball Clubs. Singing Sea Turtles were established to encourage extracurricular activities and stimulate student interest. The success of any school requires the support of an active PTO, faithful volunteers, generous business partners, and involved parents. This year's PTO sponsored Open House and Family Fun Night and raised funds to purchase additional supplies and materials for our school. Our volunteers served as mentors and tutors, chaperoned study trips, and worked during field day events and other school-wide activities. Our business partners supplied student and staff incentives. Burgess Elementary School ... simply the BEST! Donna Hooks, Principal; Mark Mitchell, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 84 | 53 |
| Percent satisfied with learning environment | 97.0% | 94.0% | 90.4% |
| Percent satisfied with social and physical environment | 100.0% | 86.9% | 94.3% |
| Percent satisfied with school-home relations | 100.0% | 94.0% | 79.2% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 18 out of 18 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 2.4% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.3% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.3% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 279 | 100 | 15.4 | 34 | 50.6 | 90.7 | 86.5 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 128 | 100 | 23.7 | 28 | 48.3 | 84.7 | 83.4 | 79.3 | N/A | N/A |
| Female | 151 | 100 | 8.5 | 39 | 52.5 | 95.7 | 89.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 211 | 100 | 9.6 | 31.8 | 58.6 | 93.9 | 91 | 89.5 | Yes | Yes |
| African American | 40 | 100 | 35.1 | 40.5 | 24.3 | 78.4 | 74.8 | 73.7 | I/S | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 87 | 92.3 | I/S | I/S |
| Hispanic | 19 | 100 | 53.3 | 20 | 26.7 | 73.3 | 78.4 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 52 | 100 | 54.2 | 35.4 | 10.4 | 66.7 | 63.1 | 52 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 18 | 100 | 57.1 | 21.4 | 21.4 | 64.3 | 74.2 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 134 | 100 | 26.1 | 41.2 | 32.8 | 83.2 | 81.6 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 278 | 100 | 18.2 | 35.3 | 46.5 | 86.8 | 83.7 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 127 | 100 | 21.4 | 31.6 | 47 | 84.6 | 81.9 | 77 | N/A | N/A |
| Female | 151 | 100 | 15.6 | 38.3 | 46.1 | 88.7 | 85.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 211 | 100 | 13.1 | 34.3 | 52.5 | 89.4 | 89.2 | 87.2 | Yes | Yes |
| African American | 39 | 100 | 41.7 | 33.3 | 25 | 72.2 | 68 | 66.7 | I/S | I/S |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 89.7 | 93 | I/S | I/S |
| Hispanic | 19 | 100 | 40 | 46.7 | 13.3 | 80 | 78.1 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 81.9 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 51 | 100 | 53.2 | 42.6 | 4.3 | 55.3 | 53.2 | 45.5 | SWD | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 18 | 100 | 35.7 | 57.1 | 7.1 | 85.7 | 76 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 133 | 100 | 32.2 | 39 | 28.8 | 76.3 | 77.3 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 186 | 100 | 18.4 | 51.7 | 29.9 | 81.6 | 73.1 | 67.5 |
| Gender | | | | | | | | |
| Male | 81 | 100 | 20.5 | 46.6 | 32.9 | 79.5 | 72.2 | 67 |
| Female | 105 | 100 | 16.8 | 55.4 | 27.7 | 83.2 | 73.9 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 139 | 100 | 14.4 | 50.8 | 34.8 | 85.6 | 80.8 | 79.5 |
| African American | 24 | 100 | 34.8 | 52.2 | 13 | 65.2 | 51.8 | 50.3 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 81.1 | 84.3 |
| Hispanic | 15 | 100 | N/AV | N/AV | N/AV | 54.5 | 60.9 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 72.9 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 33 | 100 | 51.6 | 38.7 | 9.7 | 48.4 | 40.3 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 15 | 100 | N/AV | N/AV | N/AV | 54.5 | 57.3 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 89 | 100 | 31.3 | 58.8 | 10 | 68.8 | 64.3 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 185 | 100 | 17.2 | 43.1 | 39.7 | 82.8 | 76.4 | 72.3 |
| Gender | | | | | | | | |
| Male | 85 | 100 | 21 | 32.1 | 46.9 | 79 | 75.6 | 71.5 |
| Female | 100 | 100 | 14 | 52.7 | 33.3 | 86 | 77.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 140 | 100 | 9.2 | 44.3 | 46.6 | 90.8 | 82.4 | 80.7 |
| African American | 28 | 100 | 50 | 42.3 | 7.7 | 50 | 59.2 | 60 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 85.7 | 88.5 |
| Hispanic | 11 | 100 | 36.4 | 45.5 | 18.2 | 63.6 | 71.4 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.5 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 34 | 100 | 59.4 | 37.5 | 3.1 | 40.6 | 47.9 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 68.3 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 89 | 100 | 31.3 | 46.3 | 22.5 | 68.8 | 68.7 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 275 | 99.3 | 20.6 | 29.6 | 49.8 | 79.4 | 76.3 | 70.2 | 96.3 | 96 |
| Gender | | | | | | | | | | |
| Male | 125 | 99.2 | 30.8 | 30.8 | 38.5 | 69.2 | 69.4 | 63.2 | 96.2 | 96 |
| Female | 150 | 99.3 | 12.1 | 28.6 | 59.3 | 87.9 | 83.3 | 77.5 | 96.3 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 209 | 99 | 16.3 | 26 | 57.7 | 83.7 | 82.4 | 79.1 | 96 | 95.7 |
| African American | 40 | 100 | 35.1 | 37.8 | 27 | 64.9 | 59.4 | 57.6 | 96.5 | 96.4 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 83.1 | 86.2 | 98 | 97.2 |
| Hispanic | 17 | 100 | 46.7 | 40 | 13.3 | 53.3 | 67.7 | 62.6 | 96.8 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.3 | 68.7 | 99.5 | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 53 | 98.1 | 72.9 | 22.9 | 4.2 | 27.1 | 34.2 | 26.1 | 96 | 95.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 96.6 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 42.9 | 42.9 | 14.3 | 57.1 | 64.6 | 61.2 | 97.2 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 132 | 99.2 | 35.6 | 32.2 | 32.2 | 64.4 | 68.2 | 58.9 | 95.7 | 95.7 |

Abbreviations for Missing Data

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 96 | 100 | 11.8 | 23.5 | 64.7 | 88.2 |
| | 4 | 93 | 100 | 20 | 36.7 | 43.3 | 80 |
| | 5 | 90 | 100 | 14.3 | 41.7 | 44 | 85.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 96 | 100 | 21.2 | 30.6 | 48.2 | 78.8 |
| | 4 | 93 | 100 | 14.4 | 38.9 | 46.7 | 85.6 |
| | 5 | 89 | 100 | 19.3 | 36.1 | 44.6 | 80.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 49 | 100 | 16.3 | 41.9 | 41.9 | 83.7 |
| | 4 | 93 | 100 | 17.8 | 52.2 | 30 | 82.2 |
| | 5 | 44 | 100 | 22 | 61 | 17.1 | 78 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 47 | 100 | 19 | 38.1 | 42.9 | 81 |
| | 4 | 93 | 100 | 16.7 | 45.6 | 37.8 | 83.3 |
| | 5 | 45 | 100 | 16.7 | 42.9 | 40.5 | 83.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 94 | 98.9 | 15.5 | 20.2 | 64.3 | 84.5 |
| | 4 | 92 | 100 | 24.4 | 33.3 | 42.2 | 75.6 |
| | 5 | 89 | 98.9 | 21.7 | 34.9 | 43.4 | 78.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample